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ABSTRACT

The perceptions of part-time faculty at the Downtown Campus of Florida Junior College concerning what their role in college governance should be, what it actually was, their satisfaction with their governance role, and their general knowledge of how the governance process operated, were surveyed by means of a questionnaire sent to 112 part-time instructors, of whom 51 (46%) responded. Responses were scored using a modified Likert Scale. Results of the analysis indicated that the majority of respondents felt their role in governance was almost non-existent. Most agreed that their role in decision-making was not what it should be ideally, but that it was what could realistically be expected. While most of the respondents indicated satisfaction with the college's physical facilities and their relationship with administrators, they were undecided about their role in the college and about their satisfaction with information (communication) provided them by the college. It was concluded that part-time faculty were generally satisfied with their present part-time status and with their role in decision-making. An extensive bibliography is included in the document and the survey instrument is appended. (Author/JDS)

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A STUDY TO DETERMINE THE INVOLVEMENT IN GOVERNANCE
OF PART-TIME INSTRUCTIONAL PERSONNEL AT THE
DOWNTOWN CAMPUS OF FLORIDA JUNIOR
COLLEGE AT JACKSONVILLE

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A JOINT PRACTICUM PRESENTED TO NOVA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR
OF EDUCATION

Nova University

June, 1976

Abstract of a practicum for the module entitled College Governance presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

A STUDY TO DETERMINE THE INVOLVEMENT IN GOVERNANCE
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A study of the involvement in governance of part-time instructional personnel at the Downtown Campus of Florida Junior College at Jacksonville was conducted utilizing an original survey instrument designed for this study. The study was devised to survey and analyze the perceptions of the part-time instructional personnel of the Downtown Campus of what their role in governance should be, what it actually was, their satisfactions with their governance role and their general knowledge of how the governance process operated. This instrument, a questionnaire, was mailed to a group of 112 part-time instructional personnel. Fifty-one responses were received in the return stamped, addressed envelopes provided. Recommendations based on the survey results were anticipated to be helpful toward better meeting the needs of a

the new Downtown facility goes into operation in the near future. The results of the survey indicated that few of the respondents participated in the governance process and there was agreement that participation in the decision-making process was minimal. That the role in and knowledge of part-time faculty in the process of governance should be encouraged by providing enlightenment concerning these processes and further, that there should be increased, improved communication centers and materials for part-time faculty, were recommendations made toward fostering some significant changes at the Downtown Center.

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INTRODUCTION

Florida Junior College at Jacksonville, Florida consists of four main campus locations which attempt to meet the responsibility of the College to serve adult education needs of an urban population of 600,000 Northeast Florida residents. One of these campuses, the Downtown Campus, housed in several temporary locations at this point, will eventually be centralized in the facility presently under construction in center city. This new campus is changing the city skyline as it becomes the largest urban college campus in the Southeast.

The present Downtown Campus temporary facilities include:

1. The Downtown Center, 345 East Church Street, operating day and evening accommodating more than 1,600 full-time students. Curriculum ranges from basic education to college credit.
2. Job Entry Training Center, 900 North Main Street, offering skills in welding, air conditioning, refrigeration etc.
3. Building Trades Complex, 1021 Hogan Street, offering skills in brick and block-laying, carpentry etc.
4. Automotive Trades Complex, 35 West State Street, offering skills in automobile body repair and gasoline engines.

5. Service Trades Complex, 1021 Hogan Street, offering skills in electricity, drafting, etc.
6. Downtown Campus Administration, 940 North Main Street, housing administration as well as classrooms.
7. Urban Skills Center, 135 East Duval Street, offering skills in occupational related programs.
8. Registration and Business Office, 920 North Laura Street.

Also part of the Downtown Campus are the many centers used for continuing education. Special areas of study are offered in:

1. Adult Basic Education
2. Adult High School Completion
3. High School Equivalency Diploma
4. Adult Continuing Education
5. Continuing Education for Women
6. Continuing Education for the Aged
7. Career Education
8. Community Services
9. College Credits

These areas offer day as well as evening courses.

The entire Florida Junior College served nearly 80,000 registrants in 1974-75, a figure reflecting part-time, vocational, and associate degree-seeking students. The

Downtown Campus locations served 2,112 of these registrants. The many varied course offerings, designed in many cases to meet the needs of working people with easy access to these locations, are taught for the most part by a supplemental faculty to the regular full-time faculty which numbers 372 in the entire College.

March of 1977 is the anticipated opening date for a new facility of Florida Junior College, the Downtown Campus. (see Appendix A) This center will be the largest urban campus in the southeast. A projected 55 percent increase in Downtown Campus student registrants will create a need for additional instructors at that time. This increase will be filled, to a great extent, by part-time instructional personnel, in order to deal efficiently with enrollment shifting situations. Due to this anticipated situation, an investigation of the current significant contributions of the part-time instructional personnel in matters of governance was important for purposes of evaluating and revising and making necessary additions to the present system of governance of part-time faculty in order to assure a satisfactory system of meeting student needs in the new facility.

The Purpose of the Study

The purpose of this practicum was to investigate and analyze the current role played in governance by part-time instructional personnel on the Downtown Campus and to make

recommendations for the role of an expanded part-time instructional faculty in the new facility. This was based on determinations made concerning the perceptions of this faculty of what its role in governance should be, its general satisfaction with the current process of governance and how participational governance operated.

Governance was defined as a decision-making process. Other definitions and limitations of areas concerned in the study were further specified. The term part-time instructional personnel was defined, according to the Florida Junior College Policy Handbook, as Board employees whose primary duties involve teaching, library and learning support services, guidance or counseling and can be distinguished from full-time faculty in that they are hired for a specific task for a specified limit of time, varying from as few as three and no more than six hours per week. Textbooks, curriculum, class size and employment procedures were considered faculty affairs and employment locations and communication situations were considered physical facilities.

The selected methodology to carry out this study was the utilization of an original questionnaire to determine the perceptions of part-time faculty members of their part in governance at the Downtown Campus.

The Likert Scale used in evaluation of the results of the questionnaire, was defined as a five point scale in which the interval between each point on the scale is assumed to be equal. This scale was used to register the extent of agreement or disagreement with the particular statement of

an attitude, belief, or judgment to which the respondent had indicated his opinion by making a mark in the appropriate space provided.

BACKGROUND AND SIGNIFICANCE

Faculty members of two-year colleges in general have indicated for many years and through many studies, the desire to have a voice in governance. The rise of collective bargaining on two-year campuses was an outgrowth of the dissatisfaction with management, and revealed that the participation urge to be involved in decision-making was a strong one, a universal one, and one directly related to all areas of college governance.

Blocker, Plummer, and Richardson (1965) found faculty morale to be low in some areas of community colleges because of feelings that work environment was inadequate and poorly planned and work loads unevenly distributed.

An influx of a new type of faculty to the two-year colleges who would demand new definitions of academic freedom was predicted by Ikenberry (1971). This faculty would be more highly trained and would expect more faculty participation in governance as the community college shifted to a more independent status. There was considerable evidence that an atmosphere of involvement which encouraged all employees to fully participate in the activities of an organization resulted in quality and excellence from faculty. Williams (1966) stated that only with wholehearted respect and admiration of the faculty could effective administration take place.

When an institution became too large, faculty members had a smaller sense of belonging to an academic

community. Cohen (1974) suggested that faculty members tended to then have contacts primarily only with members of closely related departments and their own departments.

Teachers and administrators in any type college inevitably influence, by their attitudes, the nature and quality of programs. Medsker (1960) in a basic classic book, stated that they, and the students, make the institution what it is. It is often said that the two-year college faculty is highly dedicated, the presumption being that people teach in a two-year college because they subscribe to the goals and structure of this type of institution where it is believed that a premium is placed upon good teaching.

Park (1971) indicated that although much had been written about community colleges, little material was available concerning members of the two-year college community. The perceptions and values held by the staff of the institution succeeded or failed in achieving its objectives. Dykes (1968) stated that effective faculty participation in the academic decision-making process was essential but this became more difficult as institutions became larger and as decision-making processes became more formalized and bureaucratized.

Cohen (1960) indicated that faculty members claimed a comprehensive competence in a wide assortment of matters of institutional policy and administration. Some faculty members showed apparent indifference and unwillingness to give time to consider questions on which their advice or

decision was requested. It was found, however, that any decisions that affected the faculty directly and which were made without consulting the faculty, destroyed cohesiveness. Schools of accepted educational eminence were characterized by a great measure of faculty self-governance with administration drawing them into advance consultation on board institutional policies.

The Carnegie Commission (1973) reported that 89 percent of the faculty in two-year colleges strongly agreed that faculty should be represented on the governing board of their institution.

The Florida Junior College Policy Handbook (1974) specified the role and function of the faculty member was primarily to meet his assigned classes and secondarily to serve on such committees as requested. Carson (1960) reported that a specialist in an academic area had a self-contained logic, ingrained working habits, and that he applied objective standards of performance to his own work instead of accepting the evaluation of a supervisor. Carson further reported that there is a tyrannical nature to those involved in the teaching profession with a sense of strain resulting from things undone.

Richman and Farmer (1974) concluded that professors considered money to be about 80 percent of the factors of value in their position while prestige, job satisfaction, geographical location, and good interpersonal relationships rated only 30 percent at a maximum.

Rourke and Brooks (1960) found that some people resented decisions leading to change in the institution because threat to their established routines was disturbing while others appeared oblivious to changes that were taking place. Most faculty members had little opportunity to understand all that went into decisions that vitally affected their well being.

In summary, a general point of agreement seemed to be that faculty members should have a voice in matters pertaining to curriculum, salaries, and faculty personnel but there was no agreement as to the role of faculty in governance. Faculty members were in conflict as to how much authority they should have with some wanting little and some wanting much.

The following are implications for those who have a concern for two-year college faculty personnel and its role in governance: (1) The administrator of a two-year institution must know and understand the points of view of the various groups in the faculty. (2) He should encourage faculty participation in the development of purposes and policies of the two-year college and how best to achieve these purposes and policies.

METHODOLOGY

This study was carried out in three phases:

Phase I - Planning Phase

During this phase conferences were held with the appropriate Deans, Directors and management persons to obtain vital statistics consisting of course offerings taught by part-time instructors, names and addresses of all part-time instructional personnel employed at the Downtown Campus of Florida Junior College. Part-time instructional personnel was defined as all librarians, counselors, and instructors who are not employed on a full-time contract basis and are paid on a faculty scale. Literature was reviewed toward designing a questionnaire to survey the perceptions of the part-time instructional faculty as to attitudes toward their role in governance participation. Literature was also reviewed concerning community college governance, faculty attitudes and perceptions, and part-time faculty information in general. A bibliography of the literature reviewed was compiled during this period.

Phase 2 - Implementation

A survey instrument was designed during this stage with the help of a consultant from the University of North Florida and this was circulated among a group of ten administrators representing the four campuses of the Florida Junior College with a cover letter requesting their comments and evaluation of the items in the survey prior to its

distribution to part-time instructional personnel. This group served as a panel of experts in evaluating the instrument.

Their evaluation of this (see Appendix B) resulted in a revised set of survey questions (Appendix C) which contained validity and reliability. During the first part of Term III, based on these replies, the original instrument was revised, reducing the number of items questioning governance from twenty to twelve. Changes in format resulted in a more organized, more informative personnel data sheet with greater validity and it was then circulated to a random sample of part-time instructional faculty. This valid random sampling was based on sending questionnaires to 40 percent, 112 in number, of the total 280 part-time instructional personnel employed at the Downtown Campus. These questionnaires and a stamped, return addressed envelope were mailed to this group with the names and addresses having been selected from computer printout sheets of all employed part-time instructors.

Phase 3 - Interpretation

During Phase 3 of this practicum, the questionnaires which had been returned were compiled, tabulated and interpreted. All answers to each question which followed on the questionnaire were compiled and recorded, using both males and females in all age groups.

After all data for each graph were recorded, the number of respondents for each answer was multiplied by the

weight of the answer and divided by the number of all respondents, to obtain an average answer.

The results of the item responses were compiled, analyzed and the findings based on a modified Likert Scale (the Likert Scale being one of three most commonly employed scales used to researchers to quantify responses) was used in evaluation. An outside evaluator assisted and evaluated the results which were measured by using 5 for strongly agree, 4 for agree, 3 for undecided, 2 for disagree, and 1 for strongly disagree. The significant point on the scale was 3.5.

The results which follow were a culmination of Phase 3 activities.

RESULTS

There was a 46 percent response rate to the questionnaire which was mailed to 112 part-time faculty members and to which 51 replies were received. This questionnaire had been revised based on the evaluation by the panel of experts. This was considered to be a high rate of response but since inquiry showed this to be an original study of attitudes of part-time instructional personnel of Florida Junior College, there was no valid basis for comparison with other studies.

The data sheet of the questionnaire further requested respondents to provide further personal information. One answer was the selection of an age group. It was noted that of the 51 respondents 12 percent were females of the 20-29 age group, 6 percent were males of the 20-29 age group, 6 percent were females of the 30-39 age group, 6 percent were males of the 30-39 age group, 18 percent were females of the 40-49 age group, 20 percent were males of the 40-49 age group, 14 percent were females of the 50-59 age group, 10 percent were males of the 50-59 age group, 6 percent were females of the 60-over age group, and 2 percent were males of the 60-over age group.

This sheet also provided work experience data which indicated 9 respondents had been employed in the part-time faculty status for less than one year, 22 between 1-3 years, 12 between 4-6 years, and 8 between 7-10 years.

Of the respondents, 13 were employed in the Adult

Basic Education program, 16 in the High School Credit and Review program, 8 in the Trade or Vocational program, 3 in the College Credit program, and 11 were employed in other programs (Aging, Women's Education, etc.).

Of the respondents, 3 had high school educations, 2 had a junior college education, 19 had B.S. Degrees (Rank III), 26 had Masters Degrees (Rank II), and 1 had a Specialist Degree (Rank IA).

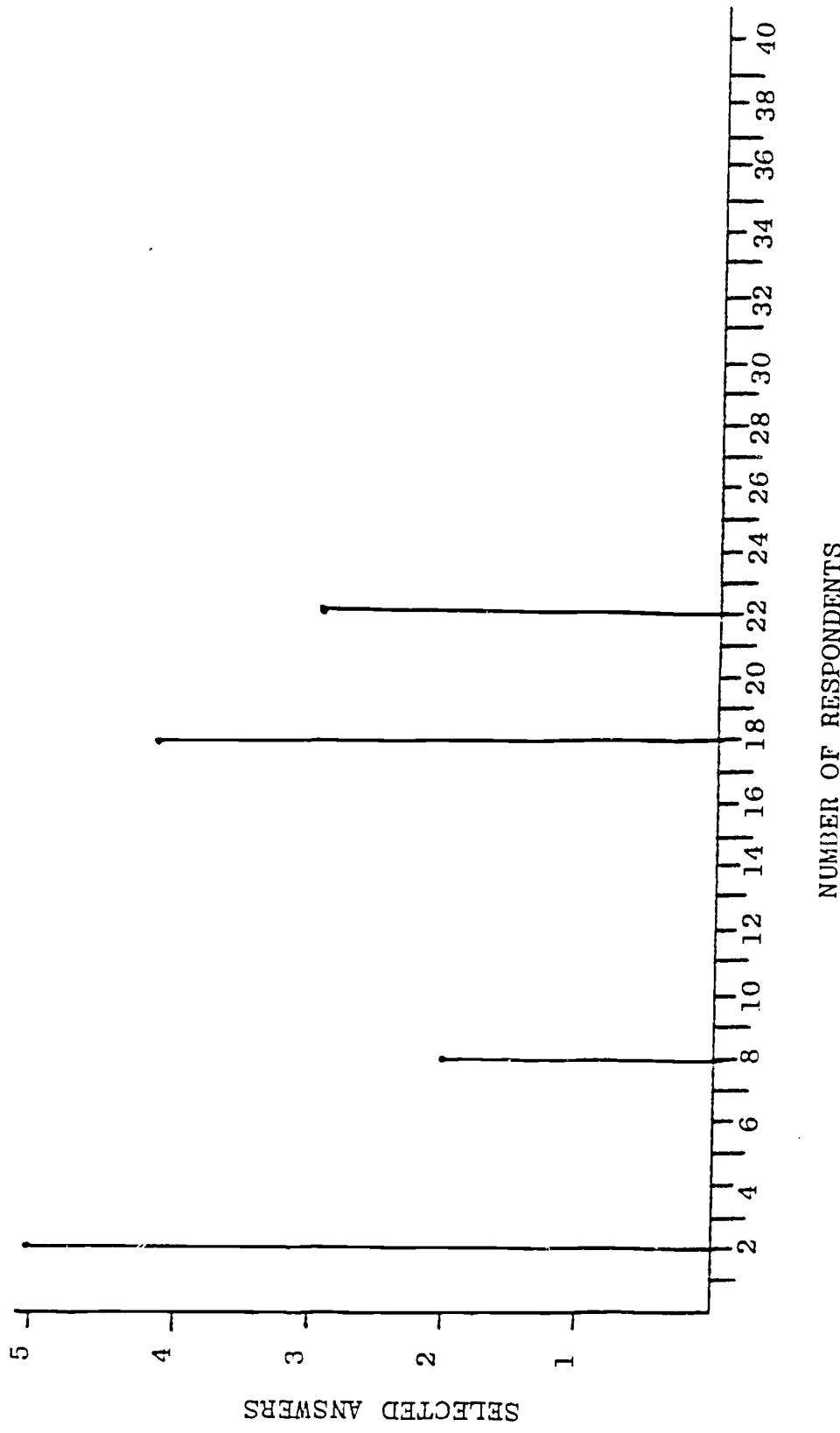
A slightly modified version of Likert's Scale was used as a measure using 5 for strongly agree, 4 for agree, 3 for undecided, 2 for disagree, and 1 for strongly disagree; 3.5 on the scale was considered of significance for each answer.

The first question asked opinions of the faculty concerning their knowledge of community college governance. From Graph 1 it can be observed that of 51 respondents, only one didn't select any answer, and an average score of 3.2 on the measuring scale (Graph 13) showed the group as being slightly higher than undecided, with 22 undecided, 20 feeling knowledgeable and 8 disagreeing that they were knowledgeable.

All fifty-one respondents responded to the second question. Thirty-six of the faculty agreed that the part-time faculty's role in decision-making was not what it should be ideally, but, it was about what one could realistically expect. Seven respondents disagreed, while 8 were undecided (Graph 2). The question received an average score

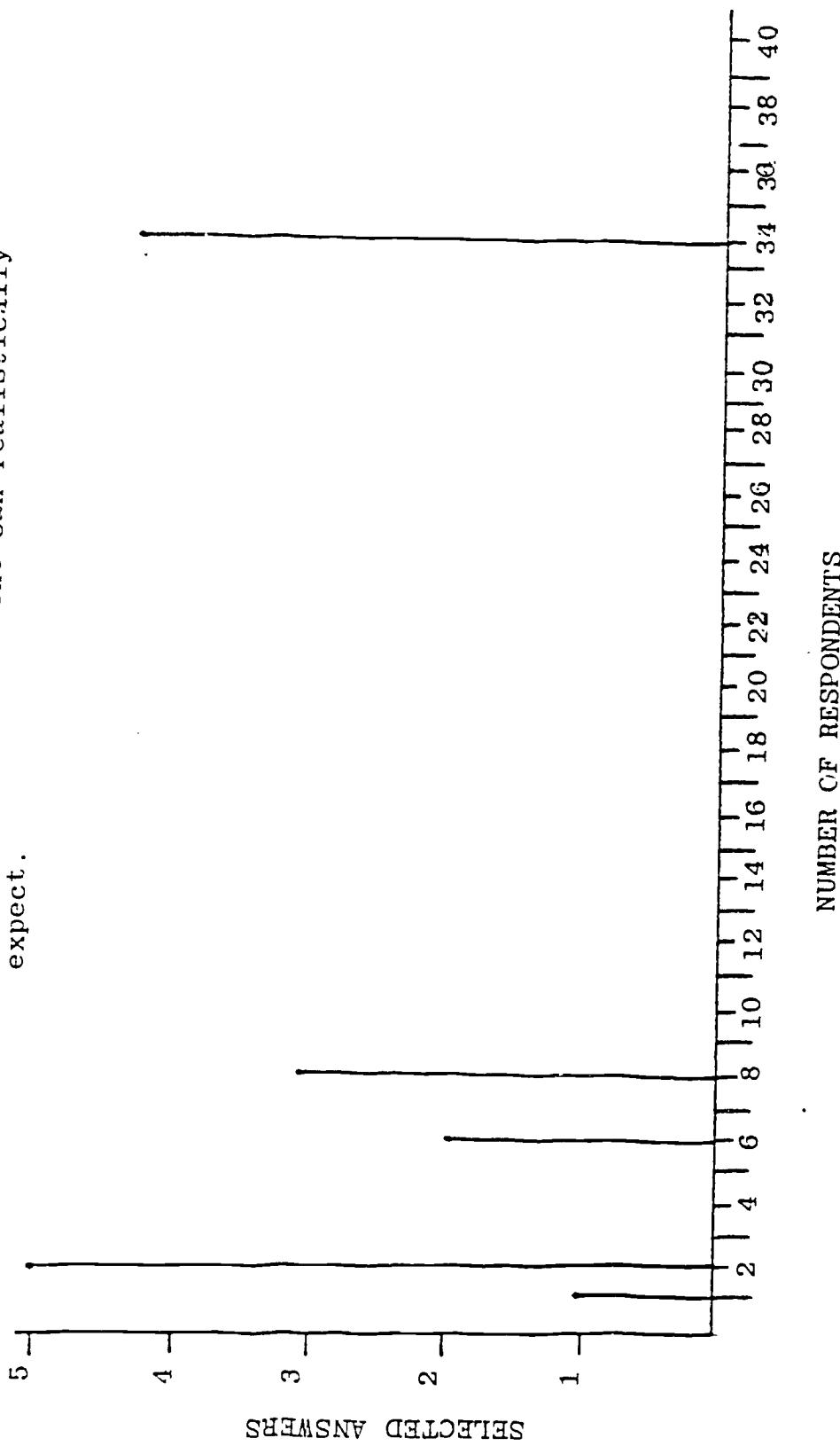
GRAPH 1 : KNOWLEDGEABILITY OF COMMUNITY COLLEGE GOVERNANCE

1. You are knowledgeable of community college governance.



GRAPH 2 : THE PART-TIME FACULTY'S ROLE IN DECISION MAKING

2. The part-time faculty's role in decision making is not what it should be ideally, but it is about what one can realistically expect.



of 3.58 which fell between undecided and agree on the Likert Scale, with more tendency toward agreeing (Graph 13).

Choices were made by all 51 respondents to question number three. Twenty-eight agreed that they were an integral part of the College, 12 were undecided, and 11 disagreed, including 2 who strongly disagreed. (Graph 3) The question received an average rating of 3.37 on the Likert Scale used. This was slightly above undecided (Graph 13).

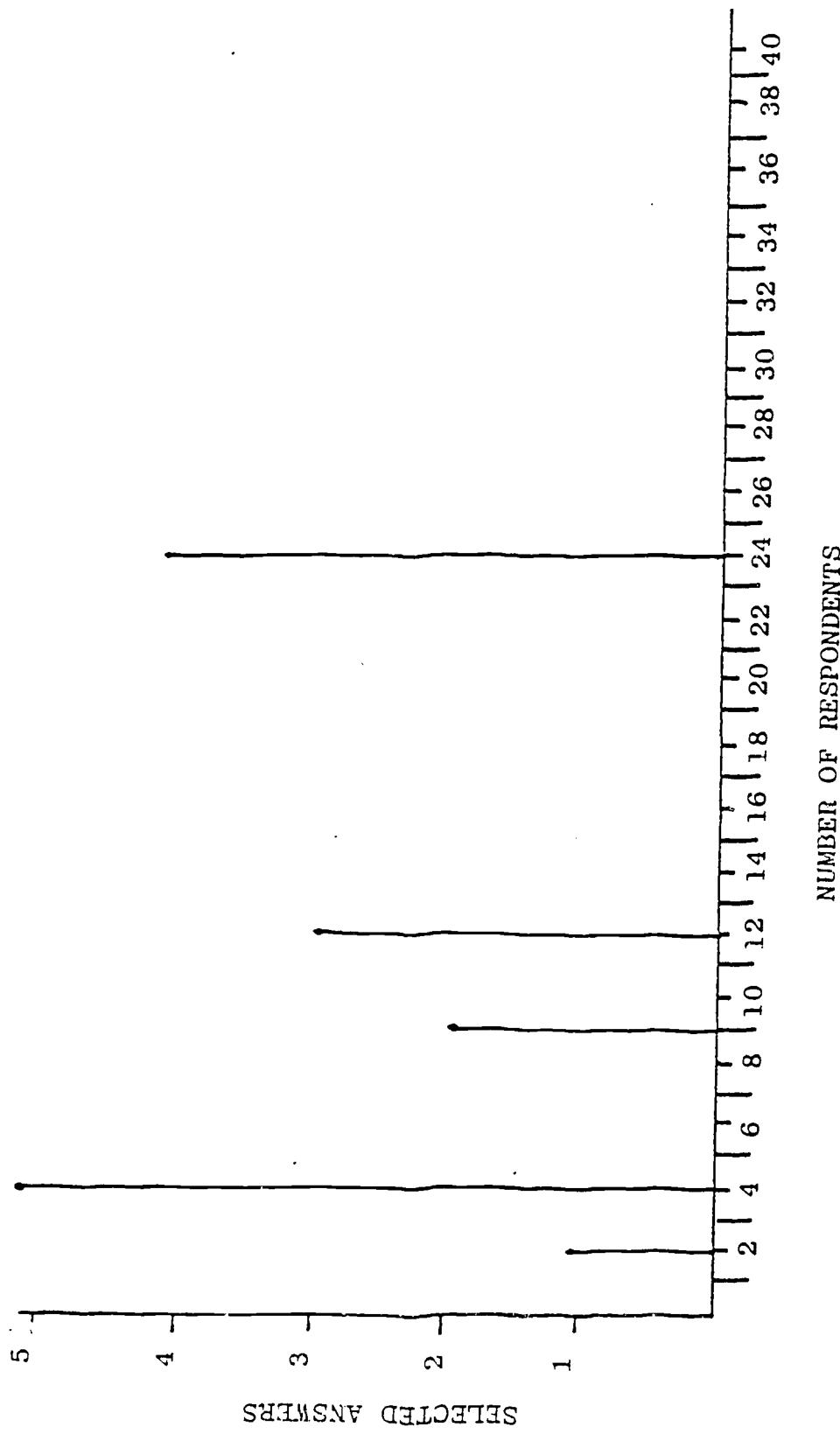
Twenty-seven respondents were satisfied with the information provided them regarding their affiliation as part-time faculty. (Question number 4) Thirteen respondents disagreed and 11 were undecided (Graph 4). The item received a 3.27 average rating on the Likert Scale, which represented undecided (Graph 13).

Forty-five respondents were generally satisfied with the physical facilities on their job location (question 5), 5 respondents disagreed, and 1 was undecided and complained of the old typewriters (Graph 5). This question received an average rating of 4.09 on the scale used, which represented agree (Graph 13).

Question six did not apply to 5 of the respondents for they stated that the question was "not applicable." Thirty agreed that they were satisfied with policies concerning their textbook selection, 11 were undecided, and five disagreed (Graph 6). The question received a 3.67 average rating according to the scale used which was between

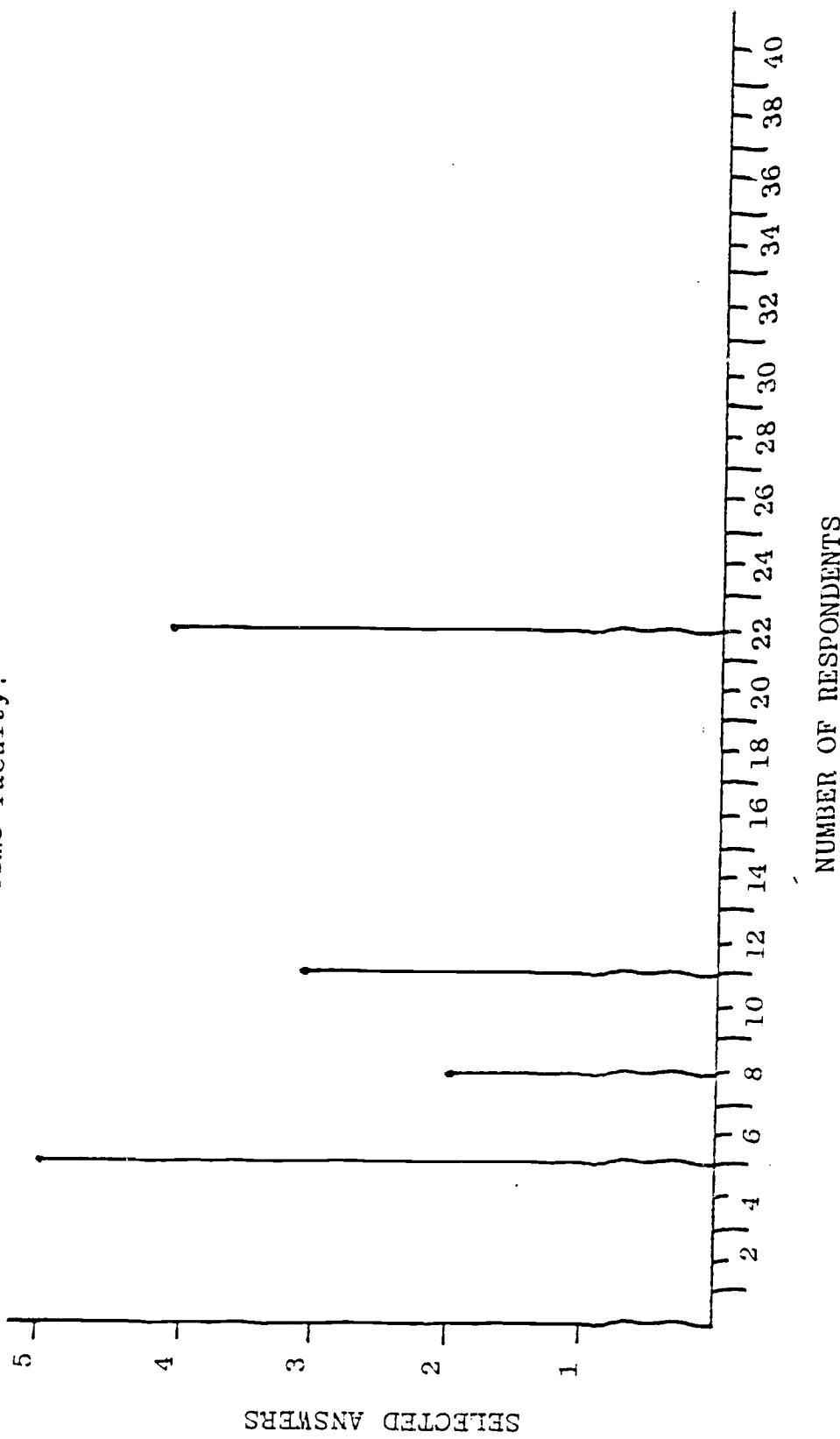
GRAPH 3 : ATTITUDES CONCERNING FEELING AN INTEGRAL PART OF
FLORIDA JUNIOR COLLEGE

3. As part-time faculty, you feel you are an
integral part of the College.



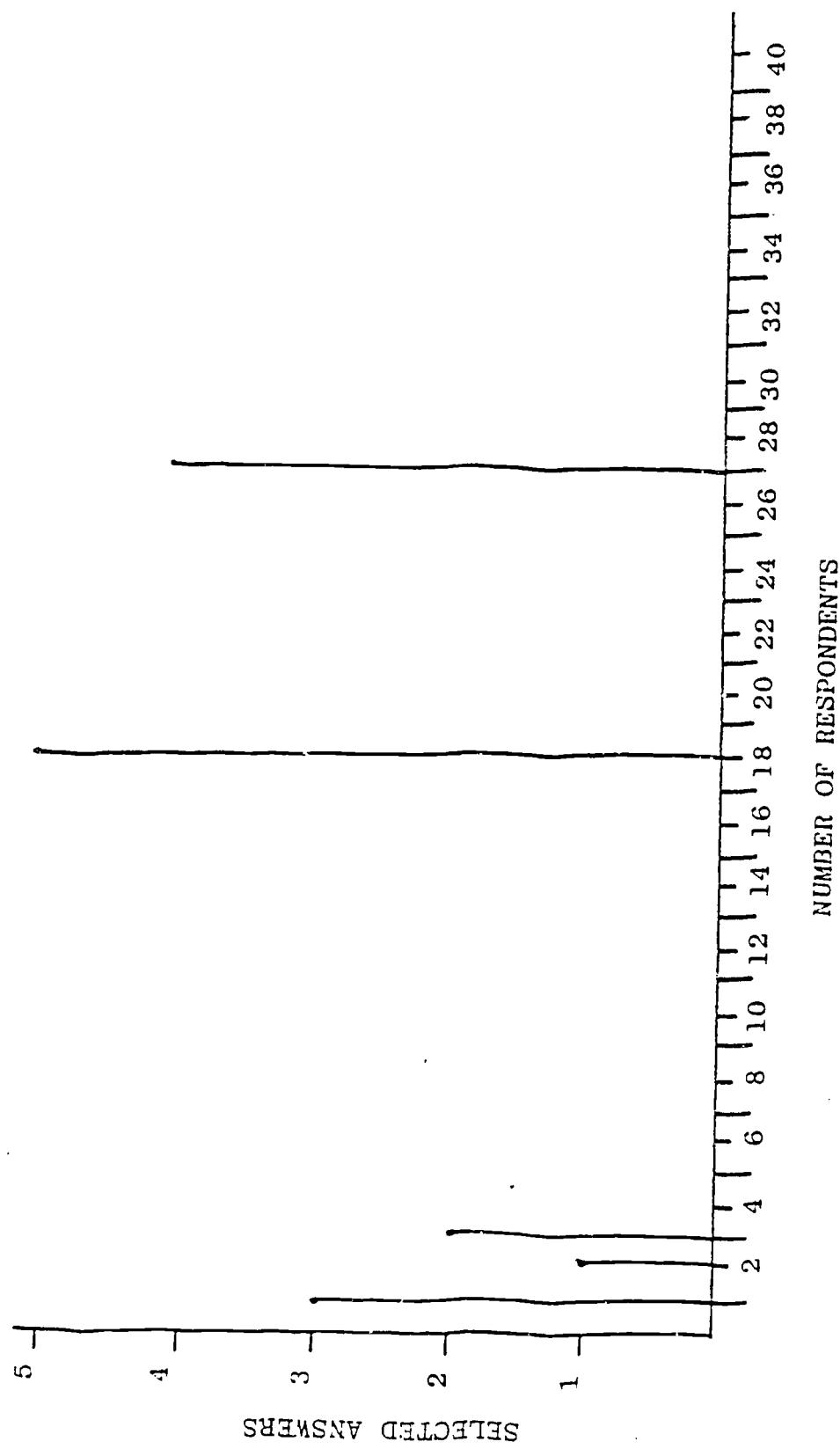
GRAPH 4: OPINIONS CONCERNING INFORMATION PROVIDED

4. You are satisfied with the information provided you regarding your affiliation as part-time faculty.



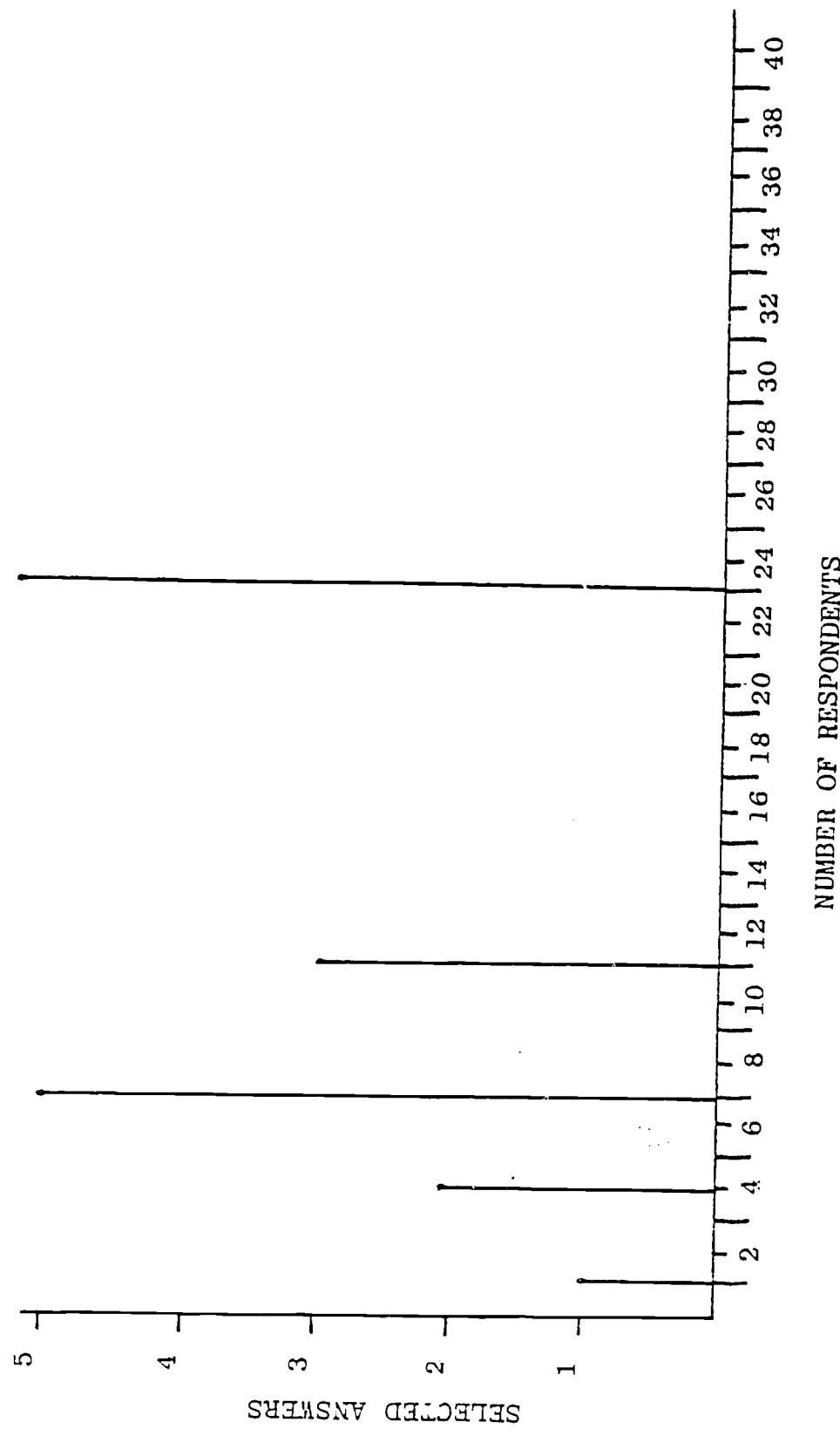
GRAPH 5: ATTITUDES TOWARD PHYSICAL FACILITIES

5. You are generally satisfied with the physical facilities on your job location.



GRAPH 6 : ATTITUDES TOWARD POLICIES OF TEXTBOOK SELECTION

6. You are satisfied with policies concerning
your textbook selection.



undecided and agreeing, leaning more toward agreeing (Graph 13).

To question number seven, forty-nine respondents were satisfied with the relationship between themselves and the administrators of their programs, while 2 disagreed (Graph 7). According to the rating scale used, this question received an average rating of 4.37, which was slightly above agree (Graph 13).

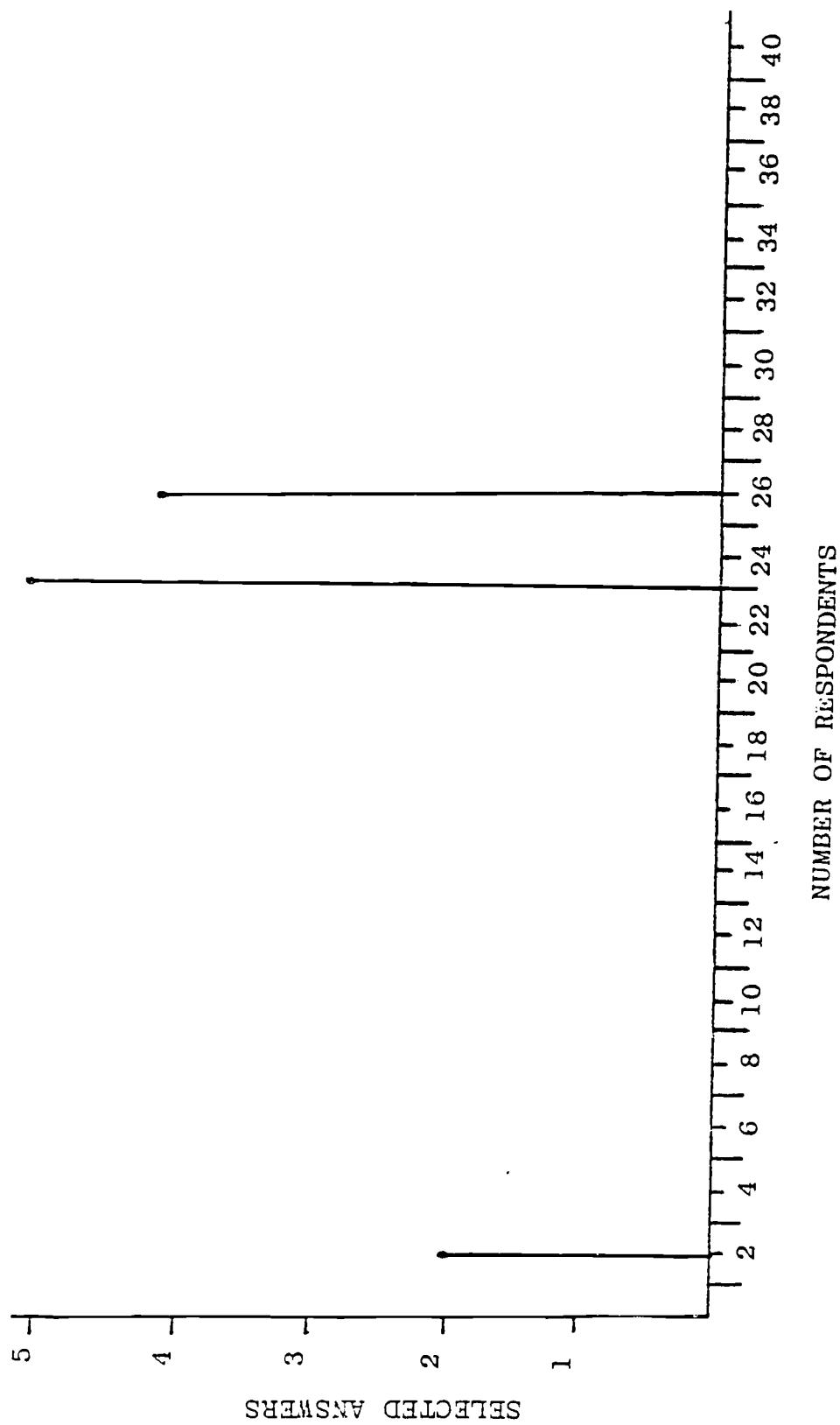
To question number eight, forty-nine respondents had a good relationship with their immediate supervisors at their centers, while 2 respondents strongly disagreed. (Graph 8). The average rating of this question was 4.5, which was halfway between agree and strongly agree (Graph 13)

Forty-six individuals responded to question number nine and felt that there was adequate support and help for solving problems in their work, 2 respondents were undecided, and 3 disagreed (Graph 9). An average rating of 4.3 was given to this question, which was slightly higher than agreed (Graph 13).

To question number ten, 47 respondents agreed that their part-time employment with the College was more than "moon lighting" including 30 who strongly agreed. Three respondents were undecided, and 1 strongly disagreed (Graph 10). An average rating of 4.5 was received on the rating scale, which is the mid point between agree and strongly agreed (Graph 13).

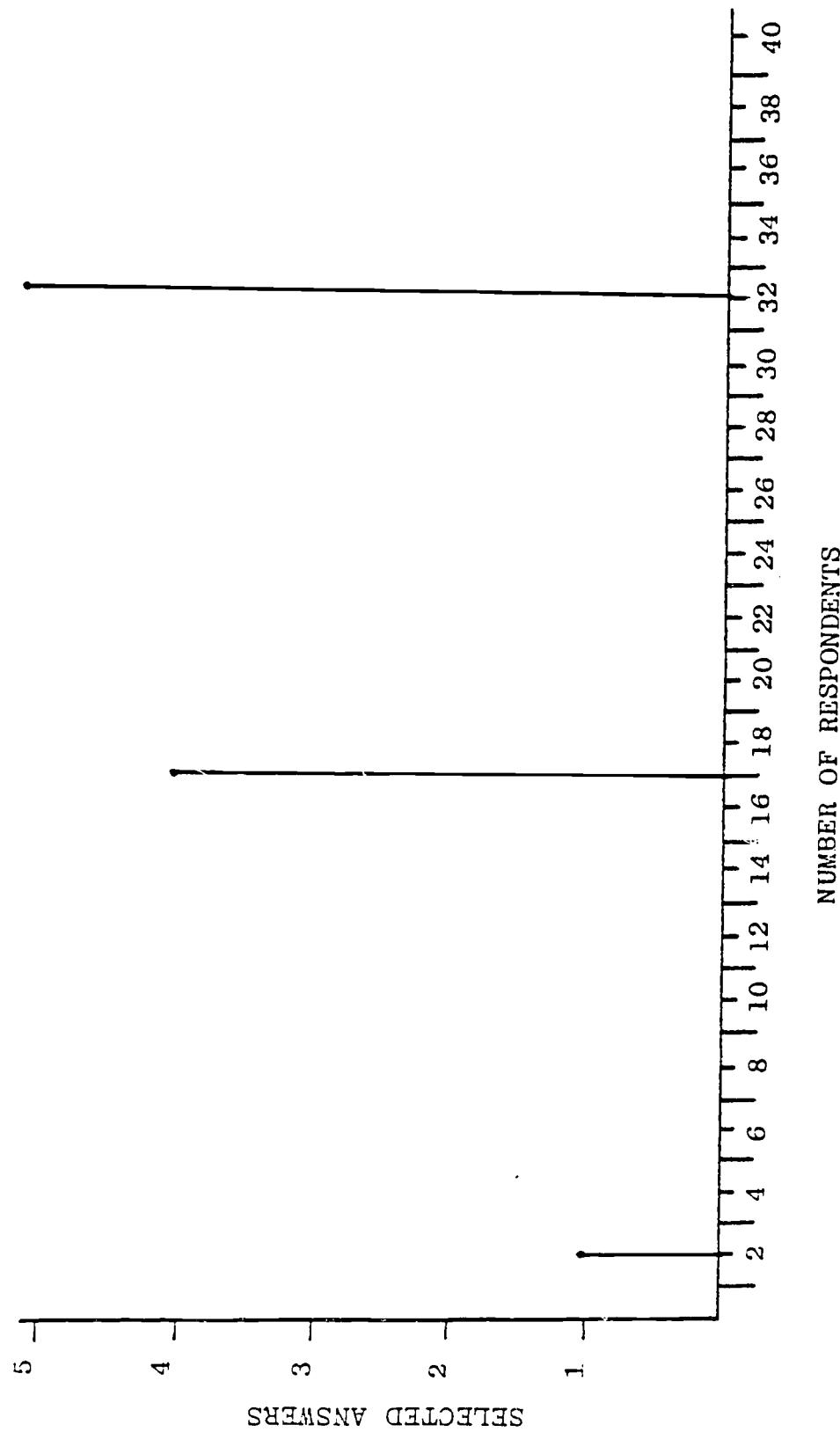
GRAPH 7 : ATTITUDES TOWARD FACULTY-ADMINISTRATION RELATIONSHIP

7. You are satisfied with the relationship between you and the administrators of your program.



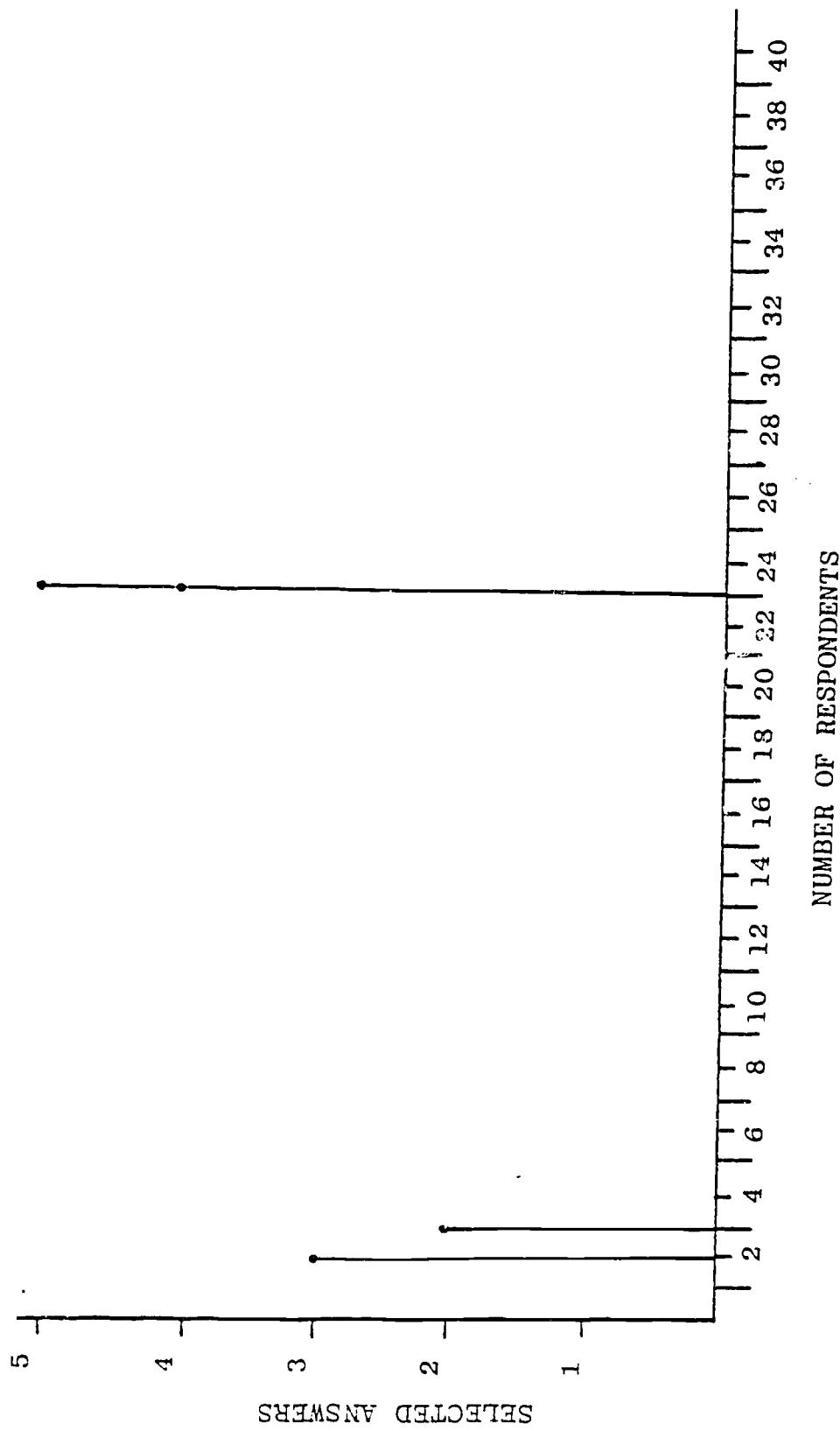
GRAPH 8 : OPINIONS TOWARD RELATIONSHIPS WITH IMMEDIATE SUPERVISORS

8. You have a good relationship with your immediate supervisors at your center.



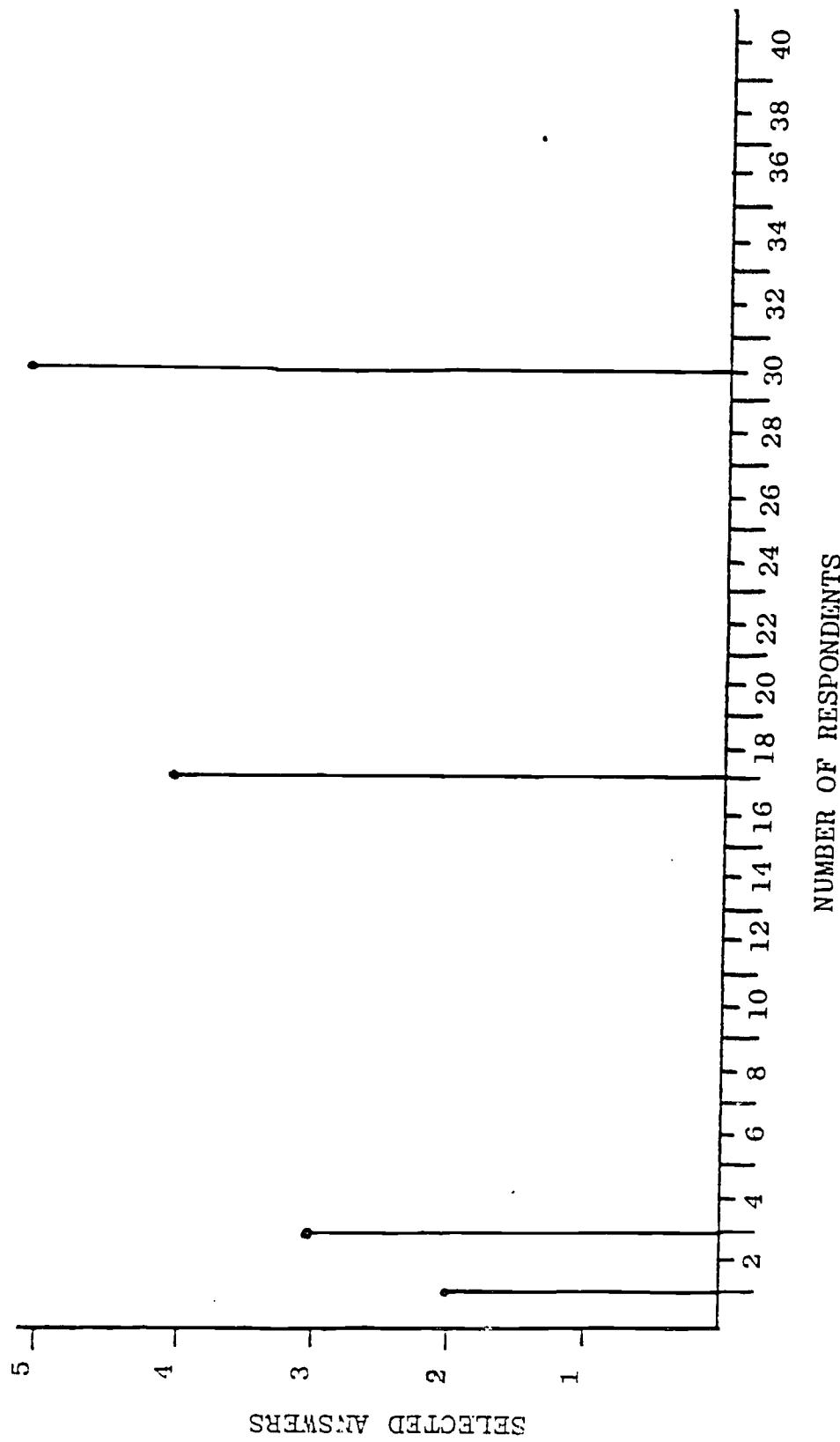
GRAPH 9: OPINIONS TOWARD SUPPORT IN PROBLEM SOLVING

9. There is adequate support and help for solving problems in your work.



GRAPH 10: ATTITUDES TOWARD IMPORTANCE OF PART-TIME EMPLOYMENT

10. Your part-time employment with the College is
more than "moon lighting."

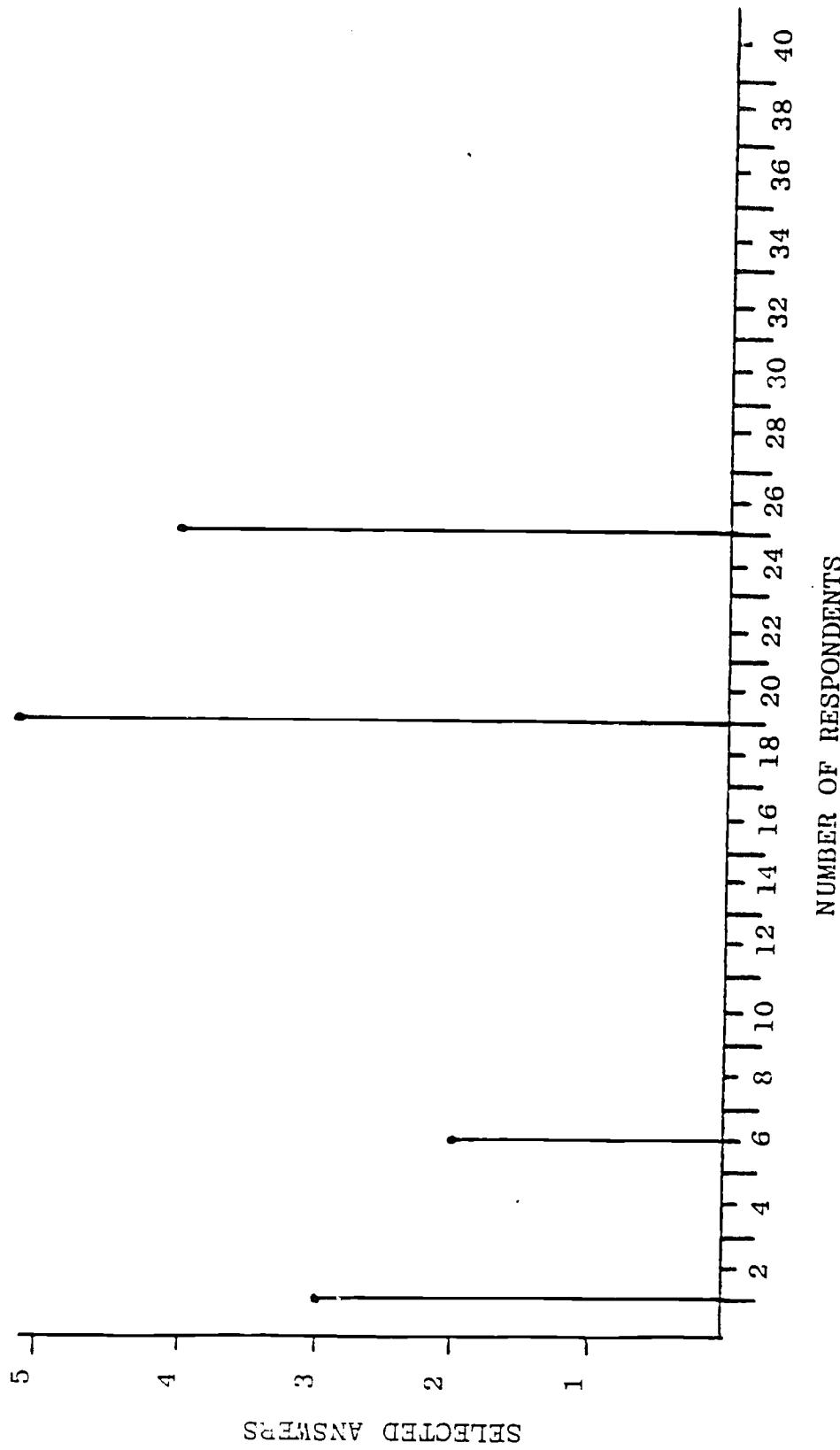


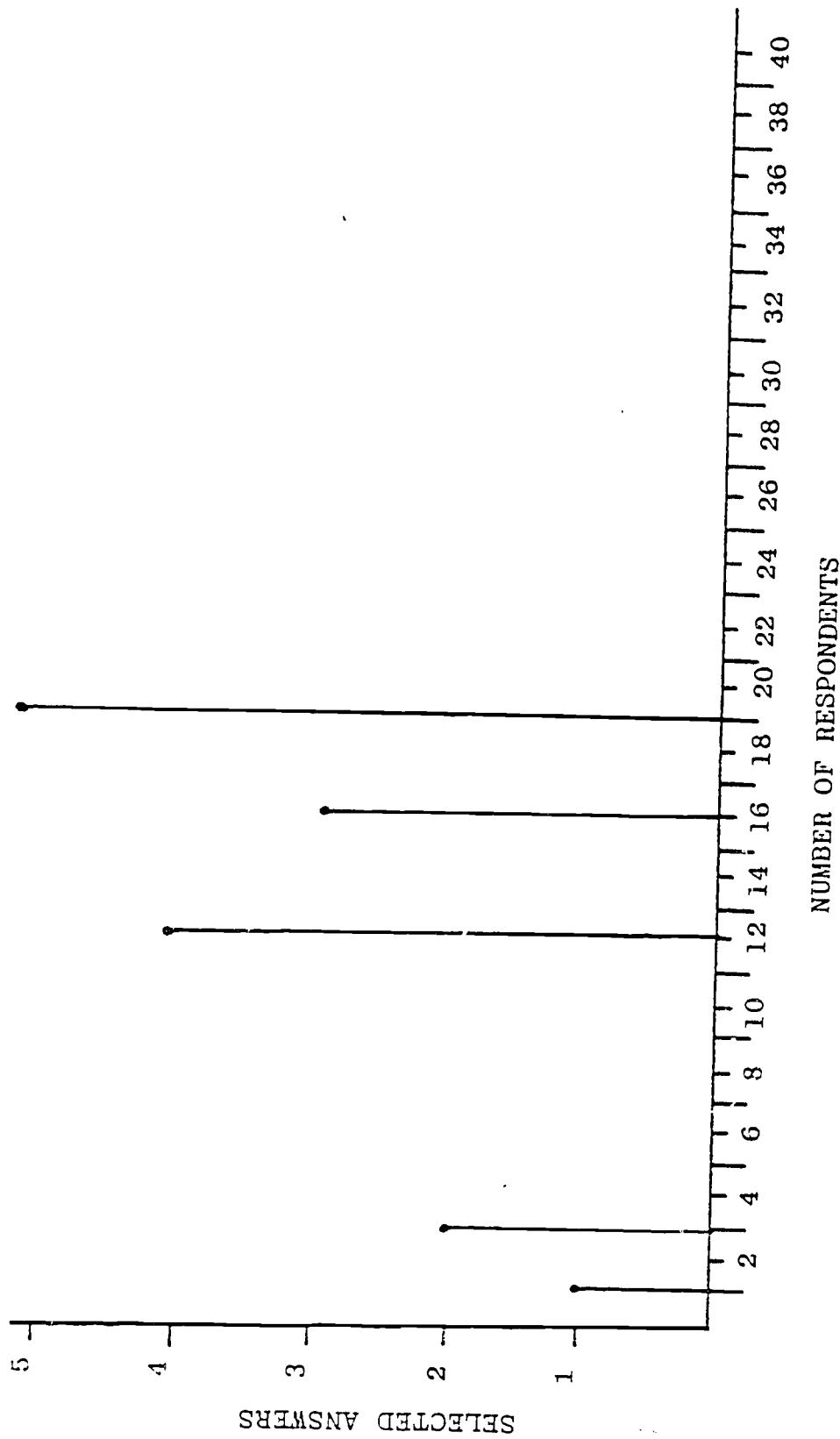
Forty-four respondents considered their present status generally to be satisfactory. Six respondents disagreed and 1 was undecided (Graph 11). The average rating of this question was 4.1, which was agreed on the scale used (Graph 13).

Thirty-one respondents wished full-time employment with the College, including 19 strongly agreeing, 16 were undecided, 3 disagreed, and 1 did not select a choice (Graph 12). This question received an average rating of 3.88 which was .12 points from the scale of agreeing but was between agreeing and undecided (Graph 13).

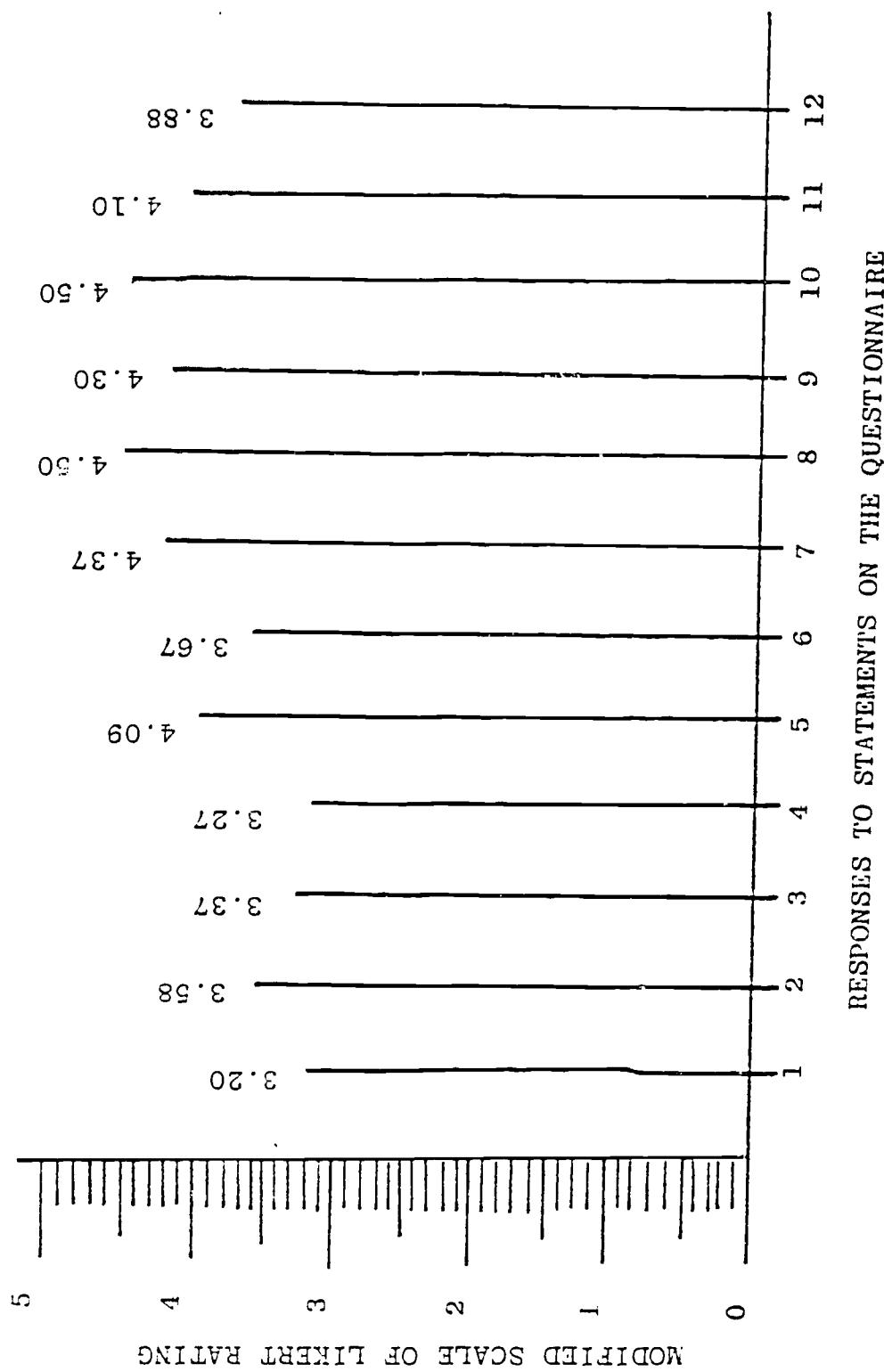
GRAPH 11 : ATTITUDES TOWARD PRESENT JOB STATUS

11. In general, you consider your present status to be satisfactory.



GRAPH 12 : ATTITUDES TOWARD FULL-TIME EMPLOYMENT WITH
FLORIDA JUNIOR COLLEGE12. One day you wish full-time employment with
the College.

GRAPH 13: AVERAGES FOR EACH STATEMENT



SUMMARY AND CONCLUSIONS

This study was the first attempt on record at the Downtown Campus of Florida Junior College to be made concerning part-time instructional personnel attitudes toward governance. A questionnaire was sent to 112 part-time instructors of the Downtown Campus. There were 51 responses to the questionnaire.

The purpose of the study was to analyze the role and function of part-time instructional personnel at the Downtown Campus of Florida Junior College. The purpose was also to make recommendations for the governance role of an expanded part-time faculty to meet the student needs in the new facility which will house the Downtown Campus by Spring of 1977 (Appendix A).

Analyses of results were made using a modified Likert Scale and these indicated the majority of the respondents felt their role in governance was almost non-existent. The majority felt undecided about their knowledgeability of community college governance but most agreed that their role in decision making was not what it should be ideally, but that it is what can be realistically expected.

Most of the respondents expressed satisfaction with the physical facilities on their job locations and most were satisfied with their textbook selections and their relationship with their administrators.

Most respondents were undecided about their integral role in the College and about their satisfaction with

information (communications) provided them by the College.

The fact that the majority of the respondents considered their present status to be satisfactory and were generally interested in full-time employment with the College indicated that they were satisfied generally with their role as part-time faculty members and with the amount of responsibility and involvement afforded them.

The conclusion was reached that the majority of the respondents were satisfied with their role in decision-making. They perceived there was a degree of failure in the area of communications and the majority indicated there was not a clear knowledge of the meaning of college governance. In areas of physical facilities, relationships with supervisors, job locations and full-time employment possibilities, attitudes of satisfaction were greater than those of dissatisfaction.

Two significant bearings on the answers given by respondents were: 1) the personnel data sheet requested the respondent's names and addresses. Perhaps if this had not been requested, some answers might have been less agreeable. 2) The meaning for the term governance was deliberately not given and most respondents apparently did not understand the implication of the term as used in the questionnaire.

RECOMMENDATIONS

The following recommendations were feasible when the expressed ideas of the respondents were compiled.

These should allow for an improved situation in the new facility and should allow for an improved study of this type, if such is undertaken in the future.

- A. The term governance and the expected role and function of the faculty in college governance should be clarified.
 1. This can be accomplished by conducting in-service workshops for part-time instructional faculty.
 2. An orientation session should be planned to explain the role of governance.
 3. Specific courses in continuing education in governance and policy-making should be recommended to the faculty by the Staff and Program Development Department.
- B. Communication and cohesiveness should be improved.
 1. The initiation and distribution of a weekly campus newsletter containing educational and non-educational news of campus activities and personnel activities such as births, deaths, travel, social events and maintenance schedules should take place. Faculty tend to be frustrated when their physical facilities are invaded by maintenance men and when they miss

out on special events. They feel included when "in the know" about personal matters of their colleagues and major maintenance schedules of the College.

2. A central office, a central telephone number, and one individual should be designated where at any time, part-time instructional personnel should be able to call or appear in person for general input and output. Part-time faculty have difficulty in communicating since the Downtown Campus has many outlying teaching centers without a representative of Florida Junior College administration or management present.
- C. A replication of this study should be made at a future date allowing anonymity by deleting a name and address space on the personnel data sheet.
 1. Allowing more freedom of expression through anonymity would correct a significant flaw in this questionnaire.
 2. Freedom of expression assured by anonymity might significantly change the answers given and therefore a different picture of attitudes and perceptions might result.

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INDIVIDUAL SUMMARY STATEMENT

by
Delphia M. Bennett

The interviews with the Deans and Directors of part-time instructional programs were very fruitful and encouraging in getting the investigation of the involvement in governance of part-time instructional personnel at the Downtown Campus of Florida Junior College underway.

Several books were reviewed on designing surveys. Also, several questionnaires were reviewed. After many hours of work, a questionnaire was finally designed.

The questionnaire was sent to the panel of experts for their reaction, which resulted in a revised questionnaire.

Data from the questionnaires were compiled and analyzed and submitted to an outside evaluator.

The part-time faculty members, though part-time, are an integral part of the institution. Their "part-timeness" is no justification of being divorced from any facet of responsibility that the college may have.

With the implementation of recommendation number one, "concern" should replace "apathy," and with recommendation number two, knowledgeability, and a feeling of being a part of the action, should replace ignorance. The total results could bring a togetherness of all resources, with the institution, faculties, staff, and students benefiting. This would greater effectuate a better

institution for all concerned.

In particular, this participant was responsible for the following:

1. Participate in conference to plan and develop practicum proposal
2. Interview Deans and Directors of part-time instructional personnel
3. Submit findings to partner participant
4. Design instrument for surveying
5. Review literature and incorporate
6. Submit bibliography
7. Implement survey
8. Compile and analyze the results
9. Make recommendations for final practicum submission
10. Proofread and approve composition in progress and in final form

INDIVIDUAL SUMMARY STATEMENT

by
Mary Louise Shannon

Based on responsibilities assumed in the proposal for this practicum, this writer was instrumental in outlining procedures and responsibilities areas which eventually resulted in a valid survey instrument being designed, distributed and evaluated by the joint participants.

The survey analyzed the role and function of part-time instructional personnel at the Downtown Campus of Florida Junior College and the compiled data were substantiated by an outside evaluator. The written composition of these efforts and of a review of literature was the base for the joint conclusions and recommendations made, based on the findings of the survey.

The recommendations made in this study should allow for a better informed part-time faculty extending better service to an expanded student body on a new campus.

The Florida Junior College as a whole would benefit from an increased effort to meet its prime goal: to best serve community needs. All faculty members share in the benefits of an improved situation, even, as in this case, when it is an indirect benefit since it pertains primarily to part-time instructional personnel.

This writer, as a full-time faculty member at the Downtown Campus, will not have reaped individual benefits but will have enjoyed sharing an improved situation for

part-time faculty at the Downtown Campus from the standpoint of general professional elevation within an educational system.

In particular, this writer was responsible for the following:

1. Initiate conference to plan and develop practicum proposal in governance area.
2. Outline practicum proposal and individual responsibilities.
3. Write rough draft based on materials from conference results from participant's interviews.
4. Confer with director of the Downtown Campus and incorporate statistics in practicum proposal and in the final practicum.
5. Establish a responsibility area for participants to assume in review of literature. Incorporate the bibliographical materials and review findings.
6. Aid practicum partner in developing, distributing, compiling, and analyzing survey instrument and results. Develop conclusions and recommendations based on joint information.
7. Assume responsibility for actual composing and final preparation of practicum proposal copy and practicum copy, (including a bibliography) and for submitting these to the proper individuals in final form.

APPENDIXES



FLORIDA JUNIOR COLLEGE AT JACKSONVILLE
DOWNTOWN CENTER
345 EAST CHURCH STREET
JACKSONVILLE, FLORIDA 32202

May 19, 1976

M E M O R A N D U M

TO: Dr. H.J. Owen
Dr. Edgar C. Napier
Dr. Roseann Cacciola
Dr. Elizabeth Cobb
Dr. Pope Griffin
Dr. William Scott
Mrs. Mary Alice Webb
Mr. James M. Cleland
Mr. Isiah James
Mr. Peter Wright

FROM Mrs. Mary Louise Shannon
Mrs. Delphia M. Bennett
Instructors, Downtown Campus

RE: Part-Time Faculty Questionnaire

The attached cover letter and survey materials are enclosed for your evaluation and approval prior to distribution.

We would appreciate your comments concerning content, quality and quantity of questions being asked.

Since we have a Nova deadline to meet for completing this work, we would appreciate your reply by May 25, 1976.

Thank you for cooperation in helping our efforts toward the best Florida Junior College possible.

/jw



FLORIDA JUNIOR COLLEGE AT JACKSONVILLE
DOWNTOWN CENTER
345 EAST CHURCH STREET
JACKSONVILLE, FLORIDA 32202

May 28, 1976

Dear Fellow Educators:

As part of fulfilling our requirements for the Ed. D. program from Nova University, Mary Louise Shannon and I are conducting a study to determine the involvement in governance of part-time instructional personnel at the Downtown Campus of FJC. We have obtained the permission of our Dean, Dr. Elizabeth Cobb, to conduct this survey.

The compiled results of this survey should enable us to obtain meaningful and relevant data so that recommendations for needed changes and improvements, or for the discontinuance of outmoded policies or activities, may be made toward a satisfactory system of meeting the projected increase in students, and their needs, when the new Downtown facility opens in March of 1977.

It is important, therefore, that each of you, as part of a very select sample, complete the attached questionnaire, following the instructions carefully.

A stamped, addressed envelope is enclosed for your convenience in replying - please - prior to June 8, 1976.

We greatly appreciate your help and hope that the study will result in long range planning benefits for the entire Florida Junior College.

Sincerely,

Delphia M. Bennett
Delphia M. Bennett

Mary Louise Shannon

Mary Louise Shannon

/jw

PERSONNEL DATA - PART-TIME FACULTY ONLY

PRINT OR TYPE

1. Legal Name (Last, First, Full Middle)	2. Current Home Address (Street, City, Zip Code)		
3. Teaching Location (Name of Center)	4. Social Security Number		
5. Sex	6. Age Group	7. Educational Attainment	
<input type="checkbox"/> M	<input type="checkbox"/> F	<input type="checkbox"/> 20-29	High School only
		<input type="checkbox"/> 30-39	Vocational or Technical Program Degree
		<input type="checkbox"/> 40-49	Junior College Degree
		<input type="checkbox"/> 50-59	Bachelors Degree or Equivalent
		<input type="checkbox"/> 60-over	Graduate (M.A., M.B.A., M. Ed. etc.)
8. Florida Teacher Certification			
a. Certificate Rank		b. Certificate Type	
9. Program Employed			
<input type="checkbox"/> ABE <input type="checkbox"/> College <input type="checkbox"/> High School Completion (credit) <input type="checkbox"/> Credit <input type="checkbox"/> High School Completion (GED) <input type="checkbox"/> Other <input type="checkbox"/> Trade or Vocational <input type="checkbox"/> Other			
10. Experience (The number of years you have worked as a part-time instructor at Florida Junior College)			
<input type="checkbox"/> less than 1 year <input type="checkbox"/> 4- 6 years <input type="checkbox"/> 1-3 years <input type="checkbox"/> 7-10 years			
11. Are you employed in addition to your work at Florida Junior College?			
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Part-Time <input type="checkbox"/> Full-Time			
12. If yes, (#11) Is it on a part-time or full-time basis?			
<input type="checkbox"/> 1-5 hours <input type="checkbox"/> 16-20 hours <input type="checkbox"/> 31-35 hours <input type="checkbox"/> 6-10 hours <input type="checkbox"/> 21-25 hours <input type="checkbox"/> 6-10 miles <input type="checkbox"/> 11-15 hours <input type="checkbox"/> 26-30 hours <input type="checkbox"/> 11-15 miles			
13. Hours of part-time employment at Florida Junior College			
<input type="checkbox"/> 0- 5 miles <input type="checkbox"/> 16-20 miles <input type="checkbox"/> 6-10 miles <input type="checkbox"/> 21-over miles			
14. Number of miles traveled from home to your place of employment with the College			
<input type="checkbox"/> 0- 5 miles <input type="checkbox"/> 16-20 miles <input type="checkbox"/> 6-10 miles <input type="checkbox"/> 21-over miles			

ATTITUDES ON GOVERNANCE

Page 1 of 4

INSTRUCTIONS: Check the choices which best reflect your feelings about the following statements.

		STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
		5	4	3	2	1
You are knowledgeable of community college governance.						
You would like to participate in a workshop concerning community college governance.						
You should participate in college governance at Florida Junior College although you are a part-time faculty member.						
As part-time faculty, you do have ample opportunity to participate in college policy making.						
You perceive your participation in the governance of Florida Junior College as extensive.						
You should be willing to spend sometime without pay working on governance committees.						

ATTITUDES ON GOVERNANCE

Page 2 of 4

		STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
		5	4	3	2	1
	Your input as a result of committee work concerning college governance would be used in policy making.					
5	The part-time faculty's role in decision making is not what it should be ideally, but it is about what one can realistically expect.					
4	Some part-time faculty members participate in decision making appreciably more than others.					
3	As part-time faculty, you do have some rights and privileges.					
2	As part-time faculty, you feel you are an integral part of the College.					
1	You are satisfied with the communication you receive as part-time faculty.					

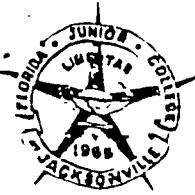
ATTITUDES ON GOVERNANCE

Page 3 of 4

		STRONGLY DISAGREE			
		DISAGREE			
		UNCERTAIN			
5	4	3	2	1	
You are generally satisfied with the physical facilities on your job location.					
You are satisfied with policies concerning your textbook selection.					
You are satisfied with the relationship between you and the administrators of your program.					
You have a good relationship with your immediate supervisors at your center.					
There is adequate support and help for solving problems in your work.					
Your part-time employment with the College is more than "moon lighting".					
In general, you consider your contract to be satisfactory.					

ATTITUDES ON GOVERNANCE

Page 4 of 4



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May 28, 1976

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The compiled results of this survey should enable us to obtain meaningful and relevant data so that recommendations for needed changes and improvements, or for the discontinuance of outmoded policies or activities, may be made toward a satisfactory system of meeting the projected increase in students, and their needs, when the new Downtown facility opens in March of 1977.

It is important, therefore, that each of you, as part of a very select sample, complete the attached questionnaire, following the instructions carefully.

A stamped, addressed envelope is enclosed for your convenience in replying - please - prior to June 8, 1976.

We greatly appreciate your help and hope that the study will result in long range planning benefits for the entire Florida Junior College.

Sincerely,

Delphia M. Bennett
Delphia M. Bennett

Mary Louise Shannon

Mary Louise Shannon

/jw

PERSONNEL DATA - PART-TIME FACULTY ONLY

PRINT OR TYPE

1. Legal Name (Last, First, Full Middle)		2. Current Home Address (Street, City, Zip Code)			
3. Teaching Location (Name of Center)					
5. Sex		6. Age Group	7. Educational Attainment		
<input type="checkbox"/> M <input type="checkbox"/> F	<input type="checkbox"/> 20-29 <input type="checkbox"/> 30-39 <input type="checkbox"/> 40-49 <input type="checkbox"/> 50-59 <input type="checkbox"/> 60-over	<input type="checkbox"/> High School only <input type="checkbox"/> Vocational or Technical Program Degree <input type="checkbox"/> Junior College Degree <input type="checkbox"/> Bachelor's Degree or Equivalent <input type="checkbox"/> Graduate (M.A., B.V.A., M. Ed. etc.)	<input type="checkbox"/> PhD or Ed. D. <input type="checkbox"/> M.D. or D.D.S. <input type="checkbox"/> L.L.B. or J.D. <input type="checkbox"/> Other _____		
		8. Florida Teacher Certification			
		a. Certificate Rank _____		b. Certificate Type _____	
		9. Program Employed		10. Experience (The number of years you have worked as a part-time instructor at Florida Junior College)	
		<input type="checkbox"/> ABE <input type="checkbox"/> High School Completion (credit) <input type="checkbox"/> High School Completion (GED) <input type="checkbox"/> Trade or Vocational		<input type="checkbox"/> College Credit <input type="checkbox"/> Other	<input type="checkbox"/> less than 1 year 4-6 years <input type="checkbox"/> 1-3 years 7-10 years
		11. Are you employed in addition to your work at Florida Junior College?		12. If yes, (#11) is it on a part-time or full-time basis?	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In Education <input type="checkbox"/> Other		<input type="checkbox"/> Part-Time <input type="checkbox"/> Full-Time			
13. Hours of part-time employment at Florida Junior College		14. Number of miles traveled from home to your place of employment with the College			
<input type="checkbox"/> 1- 5 hours <input type="checkbox"/> 16-20 hours <input type="checkbox"/> 31-35 hours <input type="checkbox"/> 6-10 hours <input type="checkbox"/> 21-25 hours <input type="checkbox"/> 11-15 hours <input type="checkbox"/> 26-30 hours		<input type="checkbox"/> 0- 5 miles <input type="checkbox"/> 16-20 miles <input type="checkbox"/> 6-10 miles <input type="checkbox"/> 21-over miles <input type="checkbox"/> 11-15 miles			

ATTITUDE ON GOVERNANCE

INSTRUCTIONS: Check the choices which best reflect your feelings about the following statements.

PAGE 1 of 3

		STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
		5	4	3	2	1
1.	You are knowledgeable of community college governance.					
2.	The part-time faculty's role in decision making is not what it should be ideally, but it is about what one can realistically expect.					
3.	As part-time faculty, you feel you are an integral part of the College.					
4.	You are satisfied with the information provided you regarding your affiliation as part-time faculty.					
5.	You are generally satisfied with the physical facilities on your job location.					

	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
	5	4	3	2	1
6. You are satisfied with policies concerning your textbook selection.					
7. You are satisfied with the relationship between you and the administrators of your program.					
8. You have a good relationship with your immediate supervisors at your center.					
9. There is adequate support and help for solving problems in your work.					
10. Your part-time employment with the College is more than "moon lighting."					
11. In general, you consider your present status to be satisfactory.					

